

BA (Hons) Interior Architecture 2018-19 - Programme Specification



University of Brighton

PROGRAMME SPECIFICATION

Final

PART 1: COURSE SUMMARY INFORMATION		
Course summary		
Final award	BA (Hons) Interior Architecture	
Intermediate award	BA Interior Architecture Dip HE (discretionary award) Cert HE (discretionary award)	
Course status	Validated	
Awarding body	University of Brighton	
School	School of Architecture and Design	
Location of study/ campus	Mithras House, Moulsecoomb	
Partner institution(s)		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1.		SELECT
2.		
3.		
Admissions		
Admissions agency	UCAS	

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<p>Entry requirements <i>Include any progression opportunities into the course</i></p>	<p>Check the University's website for current entry requirements: https://www.brighton.ac.uk/courses/study/interior-architecture-ba-hons.aspx</p> <p>If your predicted grades fall below our requirements but you can demonstrate a high-quality portfolio, you are still encouraged to apply. We acknowledge that creative people are individuals and as such you will be considered on an individual basis.</p> <p>International students may gain entry via completing pathway courses at the University of Brighton International College: https://www.kaplanpathways.com/colleges/university-of-brighton-international-college/</p> <p>Applicants may seek direct entry to the second year of the course on evidence of prior learning. Applicants will not be considered for direct entry to the third year. Applicants seeking admission with credit must make clear the basis of their claim for credit when applying for the programme and must supply evidence such as a portfolio of work, examination transcripts, letters of reference and competency, and/or professional exams certificates. A student admitted with credit will, on admission, receive a written statement of the modifications of these programme regulations as they apply to him or her.</p>	
<p>Start date (mmm-yy) <i>Normally September</i></p>	September 2018	
Mode of study	Duration of study (standard)	Maximum registration period
Full-time	3 years	8 years
Part-time	Select	Select
Sandwich	Select	Select
Distance	Select	Select
Course codes/categories		
UCAS code	W250	
Contacts		
Course Leader (or Course Development Leader)	Gem Barton	
Admissions Tutor	Terry Meade	

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Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Professor Mark Pimlott	TU Delft	2022
	Peter Dixon	Northumbria University	2019
Examination Board(s) (AEB/CEB)	Course Exam Board for Design Programme; UG and PG Interiors Courses		
Approval and review			
	Approval date	Review date	
Validation	1992 ¹	2018 ²	
Programme Specification	March 2018	2019 ³	
Professional, Statutory and Regulatory Body 1 (if applicable):	N/A	⁴	
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A		
Professional, Statutory and Regulatory Body 3 (if applicable):	N/A		

¹ Date of original validation.

² Date of most recent periodic review (normally academic year of validation + 5 years).

³ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

⁴ Date of most recent review by accrediting/ approving external body.

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PART 2: COURSE DETAILS	
AIMS AND LEARNING OUTCOMES	
Aims	
The aims of the course are:	
<p>The course aims to cultivate independent designers with strong and unique approaches to spatial design, developed through creative contextual analysis and narrative-led design approaches. We support experimental and innovative thinking that leads to new ways of framing this evolving discipline in the context of the wider built environment.</p> <p>Design projects place an importance on social, environmental and political issues that students are encouraged to approach with a focus on people and how they inhabit space. The course provides you with the skills needed to move into design fields as varied as theatre and set design, installation, events, interior design and architecture.</p>	
Learning outcomes	
The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate ⁵ .	
Knowledge and theory	<p>CLO1. Understand and apply a range of methodologies in the analysis of and interpretation of the characteristics that define a site or context (social, political, material, structural, environmental) to inform a specific design ideas.</p> <p>CLO3. An ability to test spatial propositions and communicate the experience of space using a variety of mediums including scale models, drawings, installation, photography and film.</p> <p>CLO4. Understand, test and communicate a range of technical systems and material investigations as part of a design process.</p> <p>CLO5. Recognise the inter-relationships between design and humanities in order to locate design projects within the context of contemporary debates and current social and cultural issues.</p> <p>CLO6. Developed an ability to engage creatively with the professional and apply enterprise thinking to current studies and future design practice in relation to the larger built environment.</p>
Skills <small>Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.</small>	<p>CLO2. Understand and apply a range of tools and processes in the exploration and evaluating of design ideas and communicate results through establishing design narratives or conceptual positions.</p> <p>CLO7. Effectively communicate your thoughts, ideas and processes using creative visual and verbal techniques in reviews, presentations and submissions.</p>

⁵ Please refer to *Course Development and Review Handbook* or QAA website for details.

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QAA subject benchmark statement (where applicable) ⁶	Art and Design Benchmark statement 2017 http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf
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PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
N/A

LEARNING AND TEACHING
Learning and teaching methods This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.
Values and Philosophy The course adopts a scaffold approach to learning, where students undertake module sets introducing fundamental principles and practices in level 4, that build in complexity, ambition and independence from through levels 5 and 6.
Teaching A course team with a wide variety of specialisms and academic and practice experience will teach you core information and techniques upon which you will graft your individual talents and interests. You will engage with staff in various ways throughout your studies including lectures, seminars, tutorials and more. As a general rule, level 4 is characterised by a higher proportion of directed learning as students acquire intellectual and transferable skills. By level 6 students will be expected to undertake a higher proportion of self-directed learning. <ul style="list-style-type: none">• Project-based learning in a design studio: this form of learning has been developed to promote multi-disciplinary project-based collaborative working. Learning in the studio is a social process where students are encouraged to learn with and from each other.• Tutor and student led seminars: these encourage students to see themselves as part of a learning community, which exchanges as well as develops knowledge.• Critiques and presentations. These activities develop the ability to reflect on and contextualise work and they provide an opportunity for students to explain their project's developmental process.• Essay and dissertation writing; these activities provide the opportunity to develop strong conceptual skills, to consolidate research and analytical skills and to articulate the depth of contextual understanding of a topic, question or issue.• Teamwork and collaboration: the ability to work as part of a team is essential for development of the collaborative and inter-personal skills so valued by employers.

⁶ Please refer to the QAA website for details.

Feedback and Assessment

- There is continual *formative feedback* (verbally and/or written) throughout the modules, which may be delivered by staff, peers or external advisors and can be used to develop personal action plan.
- A *formative assessment* of work will be carried out at a suitable interim stage to give an explicit indication of progress, providing feedback that outlines advice for improving work prior to summative assessment.
- Different formats may be used for *assessment and feedback* such as review presentations, one-to-one tutorials or interim submissions. The assessment will be recorded in the form of written comments from the tutor.
- *Summative submissions* give a final and definitive indication of achievement in a module. Work may be submitted physically or online and *summative feedback* will be issued using the online Virtual Learning Environment (studentcentral).

Curriculum Design Framework Alignment

All modules in the course are continually reviewed and developed in line with the University of Brighton Curriculum Design Framework.

Study abroad (work or study)

There are opportunities for year abroad study as we are signed up to the Erasmus programme.

Scheduled teaching hours

“Further information on total learning hours and proportions of the course delivered by each method is available on [Unistats](#)”

ASSESSMENT

Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

Assessment is integral to the learning process as it enables students to measure their progress against the ‘learning outcomes’ for each module. The methods of assessment follow the General Examination and Assessment Regulations (GEAR) of the University.

Alternative forms of assessment are embedded in portfolio submissions at each level. In second and third year modules (AD575-675, AD576-676), you will join one of a range of studio groups offering different focuses in terms of brief, site, media, and pedagogy. This offers you a significant degree of autonomy at the outset over how you will be taught and the sort of work you will make. Within the context of each studio, the assessment process allows you to take full control of your submission. Rather than an explicit list of requirements, portfolio submissions may utilise diverse formats and media as appropriate to the specifics of your project, to be agreed in discussions between you and your tutor(s) over the course of the module through tutorials, reviews, interim submissions and written feedback. This opens up a range of possibilities rather than an either/ or choice, and

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allows you to tailor your work to your specific learning needs.			
Course Learning Outcome	Assessment method	Module	Number of credits
CLO1. Understand and apply a range of methodologies in the analysis of and interpretation of the characteristics that define a site or context (social, political, material, structural, environmental) to inform a specific design ideas.	<u>Portfolio – 70%</u> <u>Log Book – 30%</u>	AD476	40
CLO2. Understand and apply a range of tools and processes in the exploration and evaluating of design ideas and communicate results through establishing design narratives or conceptual positions.	<u>Portfolio – 100%</u>	AD478	40
CLO3. An ability to test spatial propositions and communicate the experience of space using a variety of mediums including scale models, drawings, installation, photography and film.	<u>Portfolio – 70%</u> <u>Almanac – 30%</u>	AD576	20
	<u>Portfolio – 70%</u> <u>Almanac – 30%</u>	AD676	60
CLO4. Understand, test and communicate a range of technical systems and material investigations as part of a design process.	<u>Portfolio – 70%</u> <u>Almanac – 30%</u>	AD576	20
	<u>Portfolio – 70%</u> <u>Almanac – 30%</u>	AD676	60
CLO5. Recognise the inter-relationships between design and humanities in order to locate design projects within the context of contemporary debates and current social and cultural issues.	Book report	AD492	20
	Mini-thesis	AD592	20
	Dissertation	AD692	20
CLO6. Developed an ability to engage creatively with the professional and apply enterprise thinking to current studies and future design practice in relation to the	Event Design Proposal (80%) Future Plan (20%)	AD599	20
	2000-2500 word Future	AD699	20

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larger built environment.	Practice Proposal		
CLO7. Effectively communicate your thoughts, ideas and processes using creative visual and verbal techniques in reviews, presentations and submissions. model-making, computer modelling, reviews, film making)	A 10 minute individual Presentation (50%)	AD499	20
	Portfolio + almanac documents – to varying levels across all taught design modules	AD476 / AD478	40 / 40
		AD575 / AD576	20 / 40
		AD675 / AD676	20 / 60

SUPPORT AND INFORMATION	
Institutional/ University	<p>All students benefit from:</p> <ul style="list-style-type: none"> • University induction week • Student Contract • Course Handbook • Extensive library facilities • Computer poolrooms • E-mail address • Welfare service • Personal tutor for advice and guidance • <i>Studentcentral</i>
<p>Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p>In addition, students on this course benefit from: (Please also refer to information held in <i>Studentcentral</i>).</p> <ul style="list-style-type: none"> • Integrated Student Support and Guidance Tutor (SSGT) • Model making workshops, with professional manufacturing equipment • Photography studios and darkroom • Studio spaces • Specialist printing and scanning facilities • Computer suites with specialist software and digital fabrication facilities • Software tutorials through Lynda.com

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PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

3x suites of vertical modules:

- Design cluster
- Culture cluster
- Histories & Theories cluster

Semester 1	Semester 2
Level 4	
AD476 Design 1: An Introduction to Context (40 Credits)	AD478 Design 2: An Introduction to Narrative (40 Credits)
AD499 Culture: Critical Voices (20 credits)	AD492 Interior Histories & Theories 1: An Introduction (20 credits)
Level 5	
AD575 Design 3: Territory & Catalyst (20 credits)	AD576 Design 4: Experience & Systems (40 credits)
AD599 Culture 2: Identities (20 credits)	AD592 Interior Histories & Theories 2 (20 credits)
Option Studies** (20 credits)	
Level 6	
AD675 Design 5: Territory & Catalyst (20 credits)	AD676 Design 6: Experience & Systems (60 credits)
AD699 Culture 3: Future Practice (20 credits)	AD692 Interior Histories & Theories 3: Dissertation (20 credits)

Modules

Status:

***The Option Studies are 20 credit modules taken by all Level 5 students where you will work alongside students from other creative courses and expand your range of approach.*

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)*

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

**Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*

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Level⁷	Module code	Status	Module title	Credit
4	AD476	C	Design 1: An Introduction to Context	40
4	AD478	C	Design 2: An Introduction to Narrative	40
4	AD492	C	Interior Histories and Theories 1 An Introduction	20
4	AD499	C	Culture: Critical Voices	20
5	AD575	C	Design 3: Territory & Catalyst	20
5	AD576	M	Design 4: Experience & Systems	40
5	AD599	C	Culture 2: Identities	20
5	AD592	C	Interior Histories and Theories 2	20
5	DX508	O	Home: Making and Unmaking (Level 5 Option)	20
5	DX510	O	Thinking Through Drawing (Level 5 Option)	20
6	AD675	C	Design 5: Territory & Catalyst	20
6	AD676	M	Design 6: Experience & Systems	60
6	AD699	M	Culture 3: Future Practice	20
6	AD692	M	Interior Histories and Theories 3: Dissertation	20

⁷ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

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AWARD AND CLASSIFICATION							
Award type	Award *	Title	Level	Eligibility for award		Classification of award	
				Total credits ⁸	Minimum credits ⁹	Ratio of marks ¹⁰ :	Class of award
Intermediate	CertHE	Interior Architecture	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	Not applicable
Intermediate	DipHE	Interior Architecture	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	Not applicable
Intermediate	BA	Interior Architecture	6	Total credit 300	Minimum credit at level of award 60	Level 6 marks	Not applicable
Final	BA (Hons)	Interior Architecture	6	Total credit 360	Minimum credit at level of award 120	Level 6 marks	Honours degree
*Foundation degrees only							
Progression routes from award:							
Award classifications		Mark/ band %	Foundation degree	Honours degree	Postgraduate¹¹ degree (excludes PGCE and BM BS)		
		70% - 100%	Distinction	First (1)	Distinction		
		60% - 69.99%	Merit	Upper second (2:1)	Merit		
		50% - 59.99%	Pass	Lower second (2:2)	Pass		
		40% - 49.99%		Third (3)			

⁸ Total number of credits required to be eligible for the award.

⁹ Minimum number of credits required, at level of award, to be eligible for the award.

¹⁰ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

¹¹ Refers to taught provision: PG Cert, PG Dip, Masters.

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EXAMINATION AND ASSESSMENT REGULATIONS	
<p>Please refer to the <i>Course Approval and Review Handbook</i> when completing this section.</p> <p>The examination and assessment regulations for the course should be in accordance with the <i>University's General Examination and Assessment Regulations for Taught Courses</i> (available from staffcentral or studentcentral).</p>	
<p>Specific regulations which materially affect assessment, progression and award on the course</p> <p>e.g. Where referrals or repeat of modules are not permitted in line with the University's <i>General Examination and Assessment Regulations for Taught Courses</i>.</p>	<p>In order to qualify for the award of an honours degree, all modules must be passed successfully. A student who scores less than 40% in a module or component of a module will not pass that module.</p> <p>The assessment and progression regulations are in accordance with the University's General Examination and Assessment Regulations (available from the school office, Registry, via staffcentral and studentcentral). A copy of GEAR can be downloaded:</p> <p>http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012262.pd</p> <p>In addition, the following course-specific regulations apply:</p> <p>The calculation of a final honours award is based on the marks attained for the Level 6 modules only.</p>
<p>Exceptions required by PSRB</p> <p>These require the approval of the Chair of the Academic Board</p>	<p>N/A</p>